



Townhill Primary School



Standards and Quality Report 21/22

Context of the school:

Our School:

Townhill Primary School is a non-denominational school situated within the Earnock and Hillhouse area of Hamilton, where there is a mix of private and local authority housing. The original school opened in February 1965 and our new school building opened in February 2010. The current school roll is 306 pupils over 12 classes.

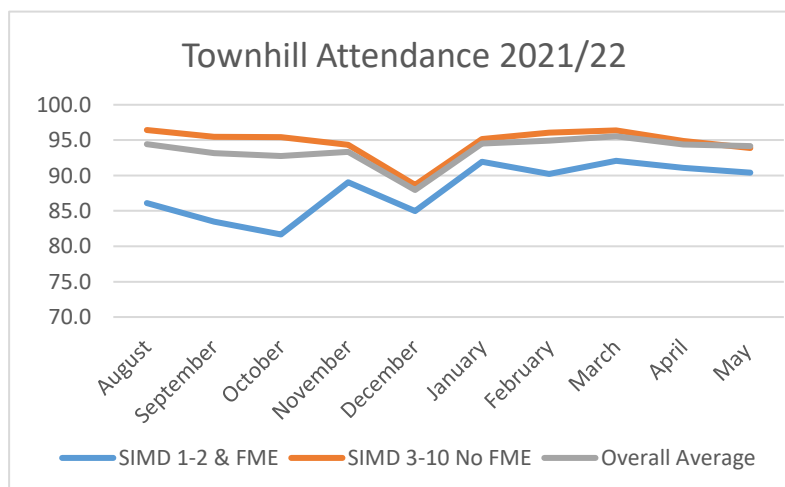
All SIMD deciles are represented within Townhill PS with the following breakdown:

SIMD	1	2	3	4	5	6	7	8	9	10
%	10.4	4.2	1.9	13.3	6.5	1.3	8.4	5.8	25.4	22.2
	(32)	(13)	(6)	(41)	(20)	(4)	(26)	(18)	(78)	(68)

11% (34) of our children are in receipt of a free school meal, which is well below the National and SLC average.

Overall, our attainment in literacy and numeracy is above the National and SLC average and shows an improving trend. In session 2020-2021 there was a dip in reading attainment which directed our work in improving our approaches to the teaching of reading. In session 2021-2022 our improvement work has kept the overall gap at 30%.

Our attendance levels are also above the National and SLC average at 94%. This session there has been a greater analysis and scrutiny of attendance data by our DHT of Equity. Attendance and punctuality is closely monitored and identified children/families are supported to improve.



Our school is part of the Calderside Learning Community and we work hard to ensure smooth transitions for our pupils from nursery to Primary 1 and from P7 to secondary school. We also work together to take forward joint LC initiatives and priorities.

Staffing within the school is stable and staff absence in general remains low, despite challenges around the uncertainty of Covid-19. The school Senior Leadership team consists of a Head Teacher, a Depute Head Teacher, and a Principal Teacher. Last session there was a change in the structure of the SLT with the substantive DHT permanently dropping from 1FTE to 0.8 allowing the substantive PT to act up to DHT for 0.2. This in turn has allowed an acting PT opportunity for a current class teacher for 0.2. Our SLT structure has been further enhanced by our PEF budget which has paid for a 0.8 enhancement for Miss Neilly the substantive PT to take on the role of DHT of Equity in an acting capacity. This has not only positively impacted the management structure but allowed for close leadership of the equity agenda including all interventions for targeted children. There are 17FTE class teachers, 7 of which work on varying pointages, a team leader, 8 support assistants and a janitor. The school benefitted this session from 2 NQTs.

During session 2021-2022 our Parent Council 'The Townhill Parent and Teacher Team' has gone from strength to strength. The TPTT have been innovative in their approaches to fundraising again this session whilst being mindful of the Cost of the School Day and challenges being faced by families during the Covid crisis. They have supported the school in many ways, and we look forward to an even more active relationship moving forward as all restrictions have lifted. Our 'Parental Involvement and Engagement Policy' is shared with all stakeholder groups, including our new intake parents and serves as a basis for the relationships we seek between home and school. The TPTT hope to help develop our playground next session. Exciting times ahead!

We value the opinions of our children and have sought innovative ways to secure their thoughts and opinions despite the challenges we faced in light of Covid-19 restrictions. 'Townhill's Time to Talk' has allowed class level consultation on varying topics, within class bubbles, as have dedicated assemblies with the use of real time Jamboards and discussion. These have had a positive impact on school improvement and the snapshots of Pupil Voice are displayed on our 'Assemblies' wall. The reintroduction of 'face-to-face' assemblies has been a massive boost for wellbeing for both pupils and staff and rebuilding the sense of belonging and togetherness. We will resume our Pupil Leadership groups next session and plan to have a parent representative on each group.

The school received £49,525 Pupil Equity Funding (PEF) for session 2020-2021 which has paid for a PEF Teacher 0.5 and an enhancement payment for Miss Neilly who has undertaken the Depute Head teacher of Equity role. The focus for the PEF teacher is directed interventions in both Literacy and Numeracy for identified children. The focus for the DHT of Equity has been the management and organisation of all interventions and supports alongside the attendance and punctuality focus.

This session we also had £2606.60 to be spent as our 'Participatory budget'. Miss Neilly DHT of Equity (acting) organised a pupil and parent focus group that helped decide what the money should be spent on. This money was put towards outdoor games and toys to create 'Playground Trolleys' to support more engaging playtimes and focus on relationships. Some of this budget was also kept for a 'Make a Difference' fund. This helped supply Christmas gifts, food parcels and pay for trips/excursions for identified families.





Vision

Our school vision:

Our school vision embodies partnership working and the desire to build ambition and motivation in all of our young people. We believe through genuine partnership working with our parents and carers we will nurture the development of our values in children, staff, and parents/carers.

“Together at Townhill we nurture, encourage, and inspire the development of skills for lifelong learning and success. We embrace equality and diversity to promote a happy and healthy life. “

Our school Values:

Responsible Respectful Ambitious Independent Resilient

We also created a school motto:

Together we **P**romote **S**uccess for all as EVERY child matters and every moment counts.

This is evident in our communication, our social media platforms, our website and our everyday interactions with our stakeholders.

Key Successes and Achievements for the Session

- We celebrated receiving our National Nurturing School Award with a Nurture Celebration Day which was attended by Tony McDaid, Executive Director of Education.
- The school has recently achieved our Reading Schools Silver Level.
- The whole school took part in Maths Week Scotland in September 2021.
- The whole school took part in Challenge Poverty Week in October 2021.
- The whole school took part in Book Week Scotland in November 2021.
- One class teacher successfully undertook the IOC training.
- Our approaches to interventions were celebrated in an authority presentation on Equity and PEF and featured our DHT of Equity and PEF teacher as well as a pupil that has had their gap completely closed in Literacy.
- We achieved our 8th Eco flag for our ongoing work towards sustainability and climate change.
- P4-P7 took part in Eco-Schools Scotland Litter & Waste Live Lessons in March 2022.
- All classes have had the opportunity to developing our Nurture Garden through planting session during Health Day.
- Our JRSO Committee have organised a number of whole school activities and competitions and led whole school assemblies.
- Our JRSO led a campaign for a second bike shelter to be installed in our grounds.
- Our school captains have led whole school virtual assemblies and organised a range of whole school activities.
- Our whole school took part in the Road Safety calendar competition, with a number of P5, P6 and P7 pupils receiving 'highly commended' certificates.
- Our whole school took part in a range of Burns Day celebrations as part of their learning about Scotland in January 2022.
- Our P3 and P3/4 class organised and ran a very successful Summer Platinum Jubilee Fayre for the whole school community in May 2022.
- Our P6 and P7 pupils have taken part in Bikeability training at Level 1 or Level 2 and had 'on the road' training delivered by SLC instructors.
- One member of staff has completed Fire and Tools training to support our outdoor learning curriculum.
- 2 P6 pupils have taken part in the Forest School programme run by Hamilton Specialist Support Team.
- P5 children took part in the Youth Music Initiative FUNdamentals of Music through a combination of online and face to face sessions.
- The whole school took part in a variety of activities as part of World Book Day celebrations in March 2022.
- All P5 pupils took part in Hamilton Club SL Games in May 2022.

Responsible Respectful Ambitious Independent Resilient



- P6 pupils have taken part in a six-week programme of Science in conjunction with Glasgow Science Centre.
- All P7 pupils have attended swimming lessons at Hamilton Water Palace, and this was fully funded by the school.
- All classes have gone on an educational excursion in the final term to either support in class learning or health and wellbeing.
- All P6 pupils have been trained as play leaders and as peer mediators to support positive playground play in junior and senior playgrounds.
- A selection of our senior pupils formed a focus group for Tony McDaid and Des Dickson on the local authority priorities.
- We have offered a wide range of extra-curricular clubs this session including Dance, torchlight book clubs, cooking club, rugby club, breakfast book club, literacy club. 97% of children have attended at least one extracurricular club over the course of the session, with 100% of all targeted children in P1-P3 having attended a club.



Review of progress for session Aug 2021- June 2022

School priority 1:								
<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> School and ELC improvement Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 1.3 Leadership of change</p>							
<p>Strategy What did we set out to do? Analysis of reading standardised assessment data from 2020-2021 highlights a number of pupils who are significantly (>1.5 yrs) behind their expected age range, particularly those in P4-7. (Going into P4- 11, P5-13, P6-12, P7-3: total 39 from 181)</p> <p>The analysis of data identifies the need for a more focussed whole school approach to building and sustaining a whole school reading culture.</p> <p>The Reading Schools programme will offer a coherent structure for all of our reading initiatives and activities.</p> <p>Pupil dialogues have shown that a number of children do not have access to reading materials at home.</p> <p>Consultation with stakeholders has identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant.</p> <p>Outcomes: There will be a 10% decrease in the number of children whose reading age is >1.5 years below their chronological age.</p> <p>The amount of children who score 3 or above for engagement in Reading using the Leuven Scale of Engagement will increase by at least 10%.</p> <p>Attainment in reading will increase by at least 5% across the school.</p> <p>Measures: Children's reading age will be assessed twice over the course of the year.</p> <p>Leuven Scale of Engagement will be completed termly by class teachers.</p> <p>Attainment data will be monitored in November, February and May.</p> <p>Progress and Impact What difference did we see? What did we achieve?</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>% of children more than 1.5 years behind in reading</td> <td>20%</td> <td>14%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The number of children whose reading age was 1.5 years behind their chronological age was 61 pupils, this dropped to 43 by the end of term 3 showing a reduction of 29%. • Reading attainment has increased by 6%. • The school signed up for Reading Schools award. We have recently been awarded Silver Reading Schools award. 				Term 1	Term 3	% of children more than 1.5 years behind in reading	20%	14%
	Term 1	Term 3						
% of children more than 1.5 years behind in reading	20%	14%						



- The Reading Schools action plan was integrated fully into all forward planning and shared with all stakeholders.
- All staff have engaged in CLPL via INSET, courses, professional reading and webinars.
- Following extensive consultation with pupils regarding the requisition of texts, a range of new books have been purchased for all stages, including fiction, non-fiction and contemporary books.
- A staff 'book share' box was created with texts to suit all ages and stages of the school and focused on diverse literature.
- The school library has been re-established and is used by all pupils.
- Book Nooks have been established throughout the school in all classrooms and are used by all pupils.
- All classes have weekly session of paired reading.
- Library timed, paired reading and DEAR time are all now part of weekly planning.
- All staff and pupils have engaged in a range of Reading for Pleasure events throughout the 2021/22 session, including monthly reading focused assemblies.
- Class Reading Ambassadors worked with Miss Mackenzie regularly to share reading school updates and raise the profile of reading throughout the school.
- Most classes have either had a visit or virtual video from Dave from the local library.
- Applications for a library ticket were given out to all children to encourage visits out with school.
- Mobile playground libraries- Book Barrows, have been established and are available throughout the week to all pupils.
- Reading boxes are available at Breakfast Club.
- Reading clubs to promote reading for pleasure were implemented over the course of the session, this will be extended next session to all stages.
- Reading experiences have been shared with whole school community through assemblies, reading clubs, Google classroom tasks, 'ask me what I'm reading' badges, book recommendation bookmarks, book themed displays, use of book barrows, Scottish Book Week, Poetry Day, reading rivers and World Book Day.
- P7 have worked collaboratively with other schools within the Learning Community on Reading Schools transition activities focused on Poetry.
- The number of children scoring 3 or above in Leuven scale is 99%, an increase of 2% since August.
- 93% of pupils score 4 or 5 on the Leuven scale for reading.
- Reading attainment has dipped at P4 but increased at P1 and P7. Analysis of this could be directly related to the new reading materials purchased and used at these stages.
- All reading books, both fiction and non-fiction, in P1 and P2 were replaced with new titles.
- New class novels were purchased to enhance IDL study topics. This completely changed the reading landscape in P7 and included diverse literature.
- A range of assessment tools including standardised assessments provide evidence of attainment in reading, which support teacher professional judgement of attainment of a level. It also allows us to ensure that children are grouped appropriately and to meet pupil needs. Assessment data is used to allocate support across the school.
- All assessment data is interrogated termly through tracking and monitoring. Children not on track to achieve are closely monitored with interim check ins and outlined interventions ranging from a specific support to extra CT/SSA time.
- All staff report increased capability, capacity and confidence in the learning, teaching and assessment of reading.
- Almost all children are confident and motivated in reading lessons, this is reflected in termly Leuven Scale data.
- Almost all children can confidently explain why reading is important and can talk reflectively about their learning. Learner conversations (focused on reading and Literacy) reflected this.
- Story sacks have been created to be used by P1 pupils to increase parental engagement with reading.
- Some classes created their own story books in as part of Writing lessons and read these aloud to a younger class.



- All classes organised activities to increase parental engagement with pupils reading for pleasure via Google Classroom and Twitter.

Next Step(s) to inform SIP for 2022/2023:

- Continue to raise the profile of reading across the school by compiling evidence and applying for the Reading School GOLD award.
- Continue to revamp and replace reading titles from P3 up to ensure challenge and enthusiasm.
- Revamp all class libraries with new titles.
- Continue to ensure Reading for Enjoyment is a school priority to keep the profile high.
- Extend reading for enjoyment activities to parents/local community.
- Work with Neil Island and David Livingstone to create reading assessments for every level and sub level to support an agreed standard.



School priority 2:

NIF Priority (select from drop down menus)
Closing the attainment gap between the most and least disadvantaged children and young people
NIF Driver
Curriculum and assessment
Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)
3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Strategy

What did we set out to do?

Analysis of writing data from 2020-2021 highlights a number of pupils who are significantly behind their expected level (>1yr), particularly from P3 (15), P4 (10), P5(16). It is hoped that development of children's reading skills will also have a positive impact on writing skills through increased vocabulary and exposure to texts.

Outcomes:

Whole school overview of types of writing expected at each stage created.

Collated exemplars of moderated pieces of writing established for each level.

Teacher confidence across all stages will improve.

Measures:

Leuven Scale of Engagement will be completed termly by class teachers.

Ongoing staff and pupil dialogues and classroom visits.

Attainment data will be monitored in November, February and May.

Attainment in writing will increase by 5%.

Progress and Impact

What difference did we see? What did we achieve?

The attainment gap in writing has remained at 30% from P1-P7 from session 2020-2021 to 2021-2022.

- Leaven scale data for writing shows a 1% decrease over session 2021-2022.
 - Talk for Writing was trialled in two classes, P6 and P6/7, and will be rolled out session 2022-2023.
 - Our writing program is well structured allowing our learners to enhance their skills in writing within contexts that are both interesting and engaging. Almost all writing is linked to IDL.
 - All classroom visits in session 2021-2022 focused on writing and were undertaken by SLT and the leader of the writing WP.
 - All writing lessons were structured, engaging, included elements of support and challenge, had clear LI and SC.
 - Planning for writing is proportionate and manageable, identifying what is to be learned and assessed.
 - All teaching staff have consistently high expectations of all learners.
 - All pupils benefit from a supportive learning environment, with lessons and activities differentiated to meet a range of learning needs, including the use of ICT- speech to text.
 - All teachers make very good use of the benchmarks when identifying learning intentions, success criteria, and assessing.



- Success Criteria (SC) and peer- and self-assessment across all stages is evident in almost all writing sessions. Children are able to discuss these.
- Feedback, including next steps, is linked to Learning Intentions (LI), Success Criteria (SC) in almost all writing sessions.
- Class visits, forward plans and learner conversations have also shown that teachers are making very good use of the benchmarks to identify appropriate learning targets for pupils. As a result, most pupils are able to talk about what they are learning in writing.
- Feedback incorporates self, peer and teacher assessment. As a result, most pupils can identify what they need to do to improve their writing. Access to core targets also ensures that most pupils can talk about the skills they must continue to develop across all writing pieces during the year. This will be further enhanced next session with clear genre outlines.
- Teachers make very good use of assessment information, both summative and formative, to inform next steps in learning.
- Almost all teachers differentiate effectively through use of resources, teaching methods and support, expectation and the use of technology.
- CLPL opportunities have been provided for all teaching staff to enhance their knowledge of writing resources and pedagogy and will be further explored next session with more staff accessing 'Talk for Writing' training.
- Additional professional dialogue and assessment data has led to increased interventions for pupils who need it, including the use of 5-minute literacy boxes and additional targeted teaching support. There are now 100% of learners with an identified need accessing appropriate interventions in literacy and writing.
- SSAs and additional teaching support within writing lessons has increased the ability to support learners, particularly those with dyslexia or literacy difficulties.
- Whole school and learning community moderation sessions have provided opportunities for teaching staff to engage in professional dialogue on expected content at each level and sub-level from Early to third level.
- New Grammar planners created to be rolled out in August 2022.
- Agreed spelling resource identified- all staff will roll out in August 2022.

Next Step(s) to inform SIP for 2022/2023:

- Continue to raise the profile of writing across the school by continuing to have a writing school improvement group
- Embed an agreed structure to high quality writing for all classes
- Create a progression overview for genre
- Continue to ensure Reading for Enjoyment is a school priority to positively impact writing.
- Seek further opportunities to train staff in Talk for Writing approaches
- Embed new approaches to grammar and spelling across the school to positively impact writing.



School priority 3:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Curriculum and assessment School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p>Strategy What did we set out to do? Self-evaluation has identified the need to develop the use of outdoor learning across the school.</p> <p>Being outdoors has a positive impact on people's wellbeing.</p> <p>Outdoor learning has a positive impact on children's engagement and enthusiasm for learning.</p> <p>Measure: Glasgow Wellbeing Assessment will be completed in August and January. Boxall Profiles will be completed biannually August and February. Leuven Scale of Engagement will be completed every term</p> <p>All P1-P7 pupils will engage in at least one outdoor learning experience every week. There will be a 5% increase in the number of children who say that they enjoy school.</p> <p>Outcome:</p> <p>Class outdoor learning experiences will be recorded termly and included in Forward Plans.</p> <p>Pupil questionnaires will be completed annually.</p> <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • All classes benefitted from planned outdoor learning sessions throughout the academic session including at least 1 outdoor PE session. • The outdoor learning SIP group organised outdoor experiences for all children during Health Day. • Progression planners for outdoor learning experiences at every stage were created. These are now being resourced. • There was a 5% increase in children scoring 3 or above for HWB on the Leuven scale of engagement. • Glasgow Wellbeing Assessment completed biannually showed a 20% reduction in children scoring low for aspects of wellbeing. 	
<p>Next Step(s) to inform SIP for 2022/2023:</p> <ul style="list-style-type: none"> • Continue to embed outdoor learning for all classes at Townhill PS. • Continue to ensure at least 1 session of outdoor PE for all classes every week. • Increase pupil participation in outdoor learning to 100% every week by introducing outdoor learning boxes. • Create a planning/evaluation format to record outdoor learning experiences in the forward plan. 	





School priority 4:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism Assessment of children's progress</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p>Strategy What did we set out to do?</p> <p>Children in our P1 and P2 classes have missed out on nursery experiences, as well as the opportunity to play, because of lockdown and school/nursery closures.</p> <p>Children in P1 and P2 require a lot of support to instigate games over break times.</p> <p>Children in P1 and P2 need to develop their social skills, including their ability to share with others.</p> <p>Measure: Forward Plans will be monitored and discussed termly with a focus on play-based learning.</p> <p>Ongoing professional dialogue with staff.</p> <p>Leuven Scale of Engagement will be completed termly by class teachers.</p> <p>Outcome:</p> <p>All P1 and P2 children will engage in play-based learning at least once a day.</p> <p>Children will be more settled in their classroom influencing attainment and Numeracy.</p> <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • We re-evaluated current play practice against new SLC audit document. (Nov 2021) • All P1 and P2 staff completed the assigned professional reading surrounding play-based learning. Staff also choose to undertake additional reading to enhance their understanding further. This was shared at SIP group meetings. (Sept – April 22 and ongoing). • Staff discussed key areas appropriate within each classroom and all P1 and P2 staff agreed to initially develop one area – the Writing table – and evaluate pupil engagement. • Staff visited all infant classrooms and each staff member shared how they had developed their classroom, planning and observations. • Following training all writing tables were relaunched as the “Communication Station”. For the new session, beginning August 2022, we have decided to ensure each classroom has the following 3 zones: Discovery zone, Creative zone, Social zone • All staff have agreed on the types of activities that can be included within each of the 3 zones to ensure a consistent approach across all infant classes while also allowing room for flexibility. • All staff have evaluated and adapted their own classroom environment to enhance play-based learning- this has been evident in classroom visits and observations. 	



- Each class was given new resources and have created wish lists to enhance play-based learning further.
- Staff have discussed and explored the different role adults play in children's learning. This has ensured a balanced approach to play.
- All staff have explored child led, adult led and adult initiated activities and have also trialled different ways of incorporating these into daily practice. This gave a good insight into children's engagement and thinking when presented with a play provocation.
- All P1 and P2 classes trialled different methods of observation and have begun to look at how to track progress/skills in play.
- PT/P1 teacher completed an action research project on Play through the West Partnership and presented at a recent showcase on an intervention linked to the Communication Station which developed skills for a targeted group. This was shared with all staff.
- Through the agreed organisation of play-based learning, staff were able to differentiate more effectively and work with more focussed groups. This will lead to enhanced attainment in Literacy and Numeracy as pupils have more teaching time and are more engaged with learning.

Next Step(s) to inform SIP for 2022/2023:

- Finalise play planning formats.
- Agree a format for tracking and monitoring of skills developed through play provocations.
- Create a Play Policy.
- Continue to build our Play Improvement group and work with Neilsland PS to share good practice across the LC.



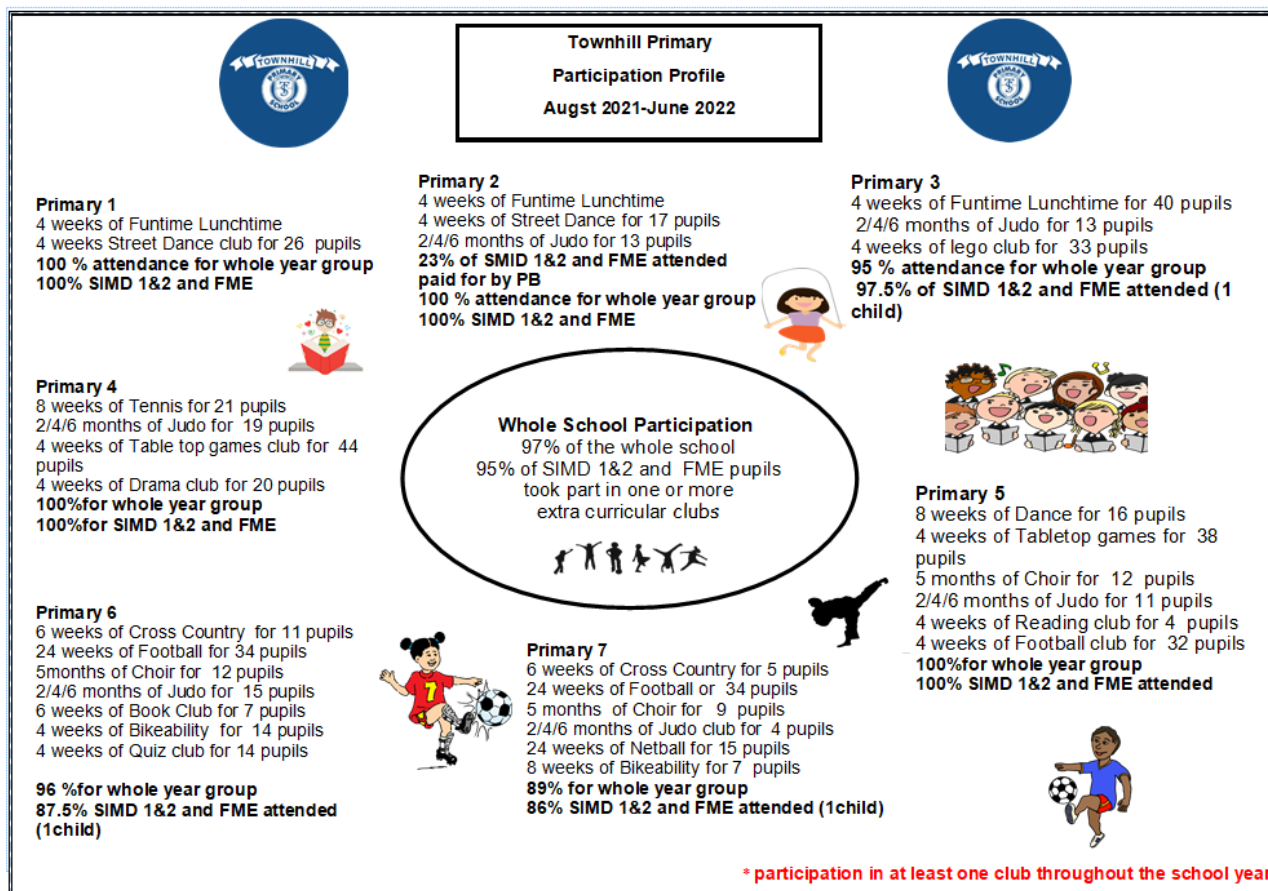
School priority 5:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Curriculum and assessment Assessment of children's progress</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p>Strategy What did we set out to do?</p> <p>HGIOS self-evaluation, as well as consultation with staff, pupils and children has highlighted the need for us to review and update our school's HWB Programme of Study to include an increased focus on mental wellbeing and diversity.</p> <p>Support staff report that most children rely on adults to solve any playground incidents.</p> <p>An increasing number of children show behaviours associated with insecure attachment.</p> <p>Measure: Participation data will be monitored termly.</p> <p>Exclusion data will be monitored termly.</p> <p>Attendance and punctuality data will be analysed fortnightly.</p> <p>Attainment data will be tracked and monitored in October, February and May.</p> <p>Outcome:</p> <p>Attachment-informed practice will be evident throughout the school.</p> <p>There will be a 25% reduction in the number of children with significant HWB barriers recognised via the Glasgow Wellbeing Assessment.</p> <p>At least 75% of children will attend at least 1 extra-curricular club which will result in increased attendance, punctuality, engagement and readiness to learn.</p> <p>There will be a reduction in playground incidents requiring staff intervention.</p> <p>Average school attendance figures will increase by 0.5-1%.</p> <p>The number of school exclusions will remain at zero.</p> <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • Attachment-informed practice is now evident amongst almost all staff across the school. • 97% of pupils attended at least one extra-curricular club. • 100% of targeted pupils in P1-P3 attended at least 1 extra-curricular club. • Due to Covid restrictions, we were unable to offer any family learning experiences in our school building. • We created a revised HWB programme that shows progression pathways across P1-P7. This will be piloted by staff in session 2022-2023. • Emailed all staff the H&W questionnaire to audit current HWb resources and their use across the school. 	



- We created a planner template for staff to look at and agree on format for moving forward.
- Planners were created for Substance Misuse, Food Health and Planning for Choices and Change, these will be rolled out session 2022-2023 and be evaluated at the end of the academic year for any changes.
- School attendance stayed the same over the course of the year but the breakdown shows a 4.3% increase for pupils in SIMD 1-2/FME and a 2.5% decrease for children SIMD 3-10.
- The attendance gap in August was 10.3% and in June it was 3.5% showing a reduction of 6.8%.
- School exclusions remained at 0.

Next Step(s) to inform SIP for 2022/2023:

- Continue to embed attachment-informed practice across the whole school.
- Continue to ensure Nurturing approaches are evident in all classrooms and all interactions at school.
- Increase pupil participation in extra-curricular clubs to 100% by offering a wide range of clubs before school, at lunchtime and after school.
- Continue to ensure that there is no cost to extra-curricular activities.
- Organise family learning experiences for all stages.
- Pilot revised HWB programme at all stages.



National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

Health and Wellbeing

Whole school analysis of Glasgow Wellbeing Assessment will identify pupils with significant HWB barriers.

Boxall Profiles of these pupils show both diagnostic and developmental strands not within expected levels. Leuven engagement data will be compiled for these identified pupils.

Attendance and Punctuality

Attendance data from 2020/2021 highlighted the need for a more bespoke approach to monitoring and additional CLPL for class teachers to ensure any barriers to learning are identified and punctuality encouraged.

26.4% of pupils (14) from targeted group (53)(SIMD 1-2 plus FME) have < 90% attendance. 35.7% (5) of these pupils have <70% attendance. (9.4% of 53 pupils in targeted group)

13% of pupils (7 pupils from targeted group of 53 have had 10 or more late comings from session 20-21.

Overall school attendance is sitting at: 95.77%.

Numeracy

Analysis of MALT standardised assessment alongside TPJ has identified a number of pupils moving in to P4 (13), P5 (11), P6 (5) and P7 (3) who are a year behind their expected age range.

33% of targeted children are not on track in terms of expected CfE Levels for Numeracy

(53 within the targeted group P2-P7, 18 not on track)

Literacy

Analysis of standardised assessments alongside teacher professional judgement has identified a number of pupils moving in to P5 (5), P6 (12) and P7 (4) who are between a year and a year and a half behind their expected level for their age range.

43% of targeted children are not on track in terms of expected CfE Levels for Literacy

(53 within the targeted group P2-P7, 23 not on track)

Cost of the School

Day

During lockdown, an average of 93% of pupils posted up work on Google Classroom. This comprised 85% of targeted pupils.

Progress and Impact

What difference did we see? What did we achieve?

Health and Wellbeing

- Almost most pupils within the school completed the GMWP in August.
- From this, we identified pupils who required individual, group or class interventions.
- Class interventions included using the Emotionworks and Bounce Back programmes.
- Pupils were reassessed in January and their scores had increased.



- Almost all pupils within the school completed the GMWP in June. 89% of the school scored highly showing they enjoyed school and felt happy.
- Leuven Scales were completed each term for Reading, Writing, Talking/Listening, Numeracy and Health and wellbeing.
- Boxhall profiles were completed for all P1 and P7 pupils.

Attendance

- Attendance has been tracked and monitored monthly this session.
- We identified pupils who had less than 85% attendance.
- Then we identified our next steps for supporting our pupils and families
- Supportive phone calls were made to parents to help build a positive relationship.
- Parents were invited into the school to discuss their child's attendance and together we planned next steps to help improve their child's attendance.
- SLT also visited some of our families at home to try and encourage pupils to attend
- We have worked closely with Health to support one of families
- SLT attended Emotionally Based School Avoidance CLPL.

Punctuality

- Almost all pupils arrived to school on time during term 1 to 3 due to a phased start at the beginning of the day.
- We identified pupils who had more than 10 late comings and discussed next steps for our pupils and families.
- Supportive phone calls were made to parents to help build more positive relationships.
- SLT helped support some of our more vulnerable families by collecting pupils from their homes.

Numeracy

- All pupils from P2-7 completed MALT assessments and the beginning of term.
- We identified pupils who were more than a year behind in numeracy and which interventions would be most suited to their needs.
- 36 Pupils in P5-7 completed IDL maths programme 3 times per week. This increased pupils confidence and attitudes in maths.
- 18 pupils from the targeted group of 53 were not on track for Numeracy in Term 1 compared to 19 children not on track of a target group of 57 in Term 3. Despite this staying at 33% this is a drop due to the increase in the number of children within the targeted group.
- 1 member of staff trained in Maths Recovery
- 2 support staff have been trained in Catch up Numeracy.
- Support assistants worked with 7 pupils on Catch up Numeracy
- Additionality teacher worked with 20 identified pupils in P4-7, in small groups each week.

Literacy

- All pupils from P2-7 completed SALFORD assessments and the beginning of term, after Christmas and again prior to the Summer break.
- P1 and selected children in P2 were assessed using the RWRA.
- We identified pupils who were more than a year behind in reading and which interventions would be most suited to their needs.
- 36 Pupils in P5-7 completed IDL spelling, reading and writing programme 3 times per week. This increased pupils' confidence and attitudes in Literacy.
- 23 children from the targeted group of 53 were not on track in Literacy in Term 1 compared to 18 children from the targeted group of 57 in Term 3. This changed from 43% to 32% and a drop of 8.7% over the course of the year.



Cost of the School Day

- We provided stationary (pencils, pens, rubbers, sharpeners) for all pupils.
- Homework stationery packs were made for home learning and could be collected from the main entrance.
- We introduced a Rake and Take rail which has provided some of our families with school uniform, Halloween costumes and Christmas jumpers.
- All school trips were subsidised by the school.
- We offered a variety of lunchtime and after school extracurricular clubs to all our pupils. There was no charge for any activities which are led by members of our own staff. When specialist coaches are employed, we asked for a maximum donation of £1 per young person to take part each session.
- We supported our most vulnerable families using our PB 'Make a Difference Fund' to help with costs at Christmas and to pay for school trips.
- We ran two homework clubs for our P4-7 pupils, this allowed pupils access to ICT equipment to complete homework tasks during the school day with access to teaching staff and support.

Next Step(s) to inform SIP for 2022/2023:

- With the help of the Equity pupil group, we will create a COSD information leaflet for our families.
- Creation of a school COSD policy.
- Jennifer Neilly, DHT of Equity, will join the LA working part on COSD.
- Continue to ensure no cost for our most vulnerable families for our extracurricular activities.
- Create a Cost of the School Day calendar and policy.
- Continue to subsidise school trips and residential excursions.
- Continue to provide pupils with materials to access their core learning.
- Continue to track and monitor all children with a specific focus on children living in SIMD1-2 and/or FME.

